

**Aurora University
School of Education
Syllabus**

Course Title:

EDU 6050: Technology in the School of the Future

An eight-class session course in school administration and teacher leadership designed around understanding the role of technology in shaping the school of the future.

4:30 pm to 8:30 pm - East Peoria Middle School

website: auroraedu6050.wikispaces.com

Instructor:

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Course Credit:

Three graduate semester credits will be awarded for this course.

Catalog Description:

This course is designed to explore the impact of current and emerging educational technologies on curriculum design, classroom practice, and the learning patterns of students. Special emphasis will be placed on the integration of information and communication technologies including multimedia, telecommunications, authoring systems, and interactive resources. Appropriate issues and applications for administrative use will also be explored.

Student Learning Objectives / Outcomes:

1. Review current trends, standards, and issues in the K-12 technology curriculum.
2. Connect curriculum planning and technology integration to national, state and local standards.
3. Assess, practice, and improve personal technology skills in order to implement technology more effectively in the classroom.
4. Develop appropriate problem solving skills that will facilitate continued effective use of technology in the classroom when the software changes or when new hardware is introduced.
5. Synthesize research, data, and trends to make judgments on the use of educational technology in light of "best practices" and to plan appropriately for all learners.
6. Examine and use software that may satisfy goals in their curricula or practice.
7. Consider ethical issues relevant to the acquisition and use of educational technology resources and research.

Required Texts:

none

Teaching Methods / Class Format

Instructional methods will consist of limited lecture, group discussions, reflection and writing assignments, and frequent student led presentations. It is important that all students keep up with the reading load and come to class prepared to discuss the assigned material. A number of course minutes will be devoted to learning various software and application programs.

American Disabilities Act Compliance:

Individuals who have any situation/condition, either permanent or temporary, which might affect their ability in this class, are encouraged to inform the instructor at the beginning of the term. Adaptations of teaching methods, class materials including text and reading materials or testing may be made as needed to provide equitable participation.

Academic Honesty and Integrity:

Aurora University's core values include integrity and ethical behavior. All students are expected to follow Aurora University's Code of Academic Integrity.

Course Requirements:

Attendance and Participation: During each session of the class various discussions will take place related to the assigned reading for the week. It is important to be in attendance at each session and to be well prepared. Additionally the weekly readings will be posted via a class blog site. It is important that you participate in the online discussion each week.

Weekly Journal Entries: Prior to each class beginning on Monday students should complete the assigned readings and log the appropriate journal entries. A link will be provided on the course website or to submit the necessary journal entry. The journal entry should be thoughtfully written and demonstrate a growing understanding of the role of technology in the school of the future.

Minor Assignment:

Interview: choose a tech integration specialist, technology director, administrator to interview about technology in schools and the successes and challenges they face. Write a three page summary paper. A question list will be provided. In your summary try to develop a minimum of three main points to be taken away from the interview process. Assignment should use APA format.

Key Assessment - Final Project:

Presentation of Lesson Plan, Implementation, and Feedback

The Key Assessment in EDU6050 consists of developing, implementing, and reflecting on a technology-enhanced Lesson within the course participants classroom. The lesson must meet district requirements for lessons as well as note where NETS-S are implemented.

Rubric for Key Assessment Design, peer review, implement, and receive feedback on a technology-enhanced lesson and then present the findings to the class.

| Objective / Criteria | Unacceptable | Acceptable | Your Score |
|-----------------------|--|--|------------|
| Lesson Plan | (0 points) no lesson plan created | (2 points) Lesson plan created | |
| Peer Review | (0 points) no review provided to other on lesson plans | (5 points) review provided to at least two other classmates | |
| Implementation | (0 points) lesson plan not implemented | (8 points) lesson plan implemented | |
| Feedback | (0 points) no student feedback received | (5 points) documented feedback was received from students | |
| Presentation Delivery | (0 points) did not use appropriate presentation skills | (2 points) use of appropriate presentation skill followed | |
| Presentation Content | (0 points) information provided did not adequately summarize all aspects of the project | (8 points) information provided summarized all aspects of the project | |
| Presentation Time | (0 points) presentation is outside of the required timeframe | (5 points) presentation is within required timeframe | |
| | | Total Points out of 35 | |

Weekly Outline

| Date | Session Outline | Assignment Due |
|--|--|---|
| March 5/6 Week 1 | Class Time Reserved for work on Initial Paper and Overview of course Initial survey to be completed | Initial Online Participation Complete and Send Paper Regarding Technology Interview |
| March 12/13 Week 2 | <ul style="list-style-type: none"> Integration Ideas Technology Successes and Failures Discussion Re: Major Assignment Tech Topics: Building a PLN, Google Reader, RSS Feeds, Technorati, Collaborative Tools Google Docs, Wikis, Wiggio Dinner Discussion - NetS | Blog Post # 2 Assigned Reading Read Net S |
| March 19/20 Week 3 | <ul style="list-style-type: none"> Integration Ideas Technology Successes and Failures Tech Topics: Classroom Choices Classroom management and technology, Apps and application, ipod, pad, or 1:1, Student Safety, Dinner discussion - Net T | Journal Entry Online Participation Assigned Reading Read Net T Discussion Questions for Administrator / Tech Round Table |
| March 26/27 Week 4 | <ul style="list-style-type: none"> Integration Ideas Technology Successes and Failures Tech Topics: Administration Administration and Technology, Technology planning, PD, Budgeting and Cost Administrator Round Table | Journal Entry Online Participation Assigned Reading General Lesson Plan Final Project |
| April 2 / 3 Week 5 EP Spring Break | East Peoria - Spring Break | Journal Entry Online Participation Assigned Reading |
| April 9 / 10 Week 6 | <ul style="list-style-type: none"> Integration Ideas Technology Successes and Failures Tech Topics: Presentation Tools Prezi, Photostory, Present Me, Digital Citizenship, Search Literacy, Delicious, Backchannelling, Digital and Search Literacy, | Journal Entry Online Participation Assigned Reading Book or Interview Paper due |
| April 16 / 17 Week 7 | Integration Ideas Technology Successes and Failures Tech topics: Varied Polling tools, podcasting, live broadcasting, Digital | Journal Entry Online Participation Assigned Reading |

B. The Curriculum

As foundations for successful teaching practice, research has identified “at least four different kinds of knowledge [that] are essential for expert teaching: knowledge of content; pedagogical content knowledge; general pedagogical knowledge, and knowledge of learners and learning” (Eggen & Kauchak, 2004, p.7.). Fluency in these knowledge bases allows candidates to make curricular decisions that facilitate growth for learners. In the certification programs at Aurora University, emphasis is placed on establishing strong subject area literacy, and on integrative experiences acquired during field experiences and class assignments.

Perhaps the most obvious of the “knowledges” essential for school professionals is knowledge about learners and learning. Knowledge about human development, how people learn, and how to structure a classroom and the experiences within it are needed to enable all learners to learn to their maximum potential. Together, interpreters and extenders of Piaget’s and Vygotsky’s theories of learning confirm that knowledge is constructed by the learner; that connecting to students’ existing knowledge increases learning; and that creating connections between home and school augments learning.

C. The Community and Society

Two aspects of the concept of community inform practice in the unit. The first is the community both inside and outside of the schools in which the candidates are placed for field experiences. Research confirms that one of the keys to successful teaching is creating personal connections with students inside and outside of school (Epstein, 1998; Kyle & McIntyre, 2002; Moll *et al.*, 1992). It is through these personal acquaintances that candidates are able to create meaningful lessons for the classroom that are connected to the students’ families, interests, and outside world.

The second aspect of community, which lies at the heart of the unit’s vision, is the collaborative community of learners that is being created and simultaneously recreated within the unit, as well as between and among unit members, candidates, the practicing professionals in partnering districts, and other members of the Aurora community. It is through the experiences of participating as members of an interdependent collaborative community that individuals are “introduced to a world larger than their own experiences and egos, a world that expands their personal boundaries and enlarges their sense of community” (Palmer, 1998, p. 120). Having experienced the power of the collaborative model of learning, our candidates will be able to carry that model to the field to build their own communities of learning.